Welcome!

SUPERVISOR CORE MODULE 5: PROFESSIONAL DEVELOPMENT OF STAFF

Welcome!

Day One:
- Introduction and Overview
- Supervisors Role in the Professional Development of Their Staff
- Introduction to Learning
- The Learning Partnership
- Day One Wrap-Up

Day Two:
- Strategies and Skills to Develop Staff
- The GROW Model
- Putting it all Together
- Development of New Staff
- Closing
Answer the following questions:

1. Why is this training important to me?
2. When it comes to developing staff, my staff would say my greatest strength is _____.
3. When it comes to developing staff, my staff would say my greatest area needing development is _____.
4. Who will give me honest feedback and help me to develop my skills in this area?

Now, let's hear a little about you...

1. What is your name?
2. Where do you work?
3. What type of unit do you supervise?
4. **When it comes to developing staff, my staff would say my greatest strength is… and greatest area needing development is…**
“If you’re not developing your people, you’re wasting your most valuable resource.”
- Cook & Poole, 2011

Benefits of Educational Supervision

- Develops caseworkers’ confidence
- Addresses performance and behavior problems
- Promotes productive working relationships
- Creates opportunities for conveying appreciation
- Fosters self-coaching behaviors
- Improves engagement and morale

What comes to mind when you hear “COACH”?

SPORTS?
DIRECTOR?
TEACHER?
Coaching is not “one more thing” on your list of job responsibilities.

It is a mindset and an approach to all interactions with staff.

THE COACHING MINDSET
5 essential elements for effective educational supervision
The Coaching Mindset

1. Learn through partnership
2. Respect individual diversity
3. Unlock potential
4. Facilitate a culture of learning
5. Ensure ongoing development

Ask more questions and give less direction
Focus on ongoing development, in addition to day-to-day instruction and oversight
Offer feedback with the intention of strengthening skills
Seek feedback from caseworkers on how to more effectively work with them
Model a strengths-based approach
Encourage creativity and “risk” taking
Make it safe for caseworkers to make mistakes and learn from them
Create a climate of trust and openness

Write an example of how you will demonstrate each element within the next week.
(What would you say? Do?)
For each example, use a different member of your unit.
One of your new caseworkers returns from a shadowing experience. At a home visit, an experienced worker interviewed a heroin-addicted mother who gave birth to a baby born drug positive. The new caseworker was astonished that someone would use heroin while pregnant.

Approaching with a coaching mindset, how may you respond to your new worker?

THE SEVEN PRINCIPLES OF LEARNING

Staff Learn Best When…
Staff learn best when… THEY ARE HIGHLY MOTIVATED TO LEARN

- They are highly motivated to learn
- I know! I’ll go ask my supervisor!

Staff learn best when… THEY CAN DEVOTE THEIR ENERGY TO LEARNING

- They are highly motivated to learn
- They can devote their energy to learning

Staff learn best if… LEARNING IS SUCCESSFUL AND REWARDING

- They are highly motivated to learn
- They can devote their energy to learning
- I learned something today!
Staff learn best when... THEY HAVE A POSITIVE RELATIONSHIP WITH THEIR SUPERVISOR

1. They are highly motivated to learn
2. They can devote their energy to learning
3. Learning is successful and rewarding

Staff learn best when... THEY ARE ACTIVELY INVOLVED IN THE LEARNING PROCESS

1. They are highly motivated to learn
2. They can devote their energy to learning
3. Learning is successful and rewarding
4. They have a positive relationship with their supervisor
5. They are actively involved in the learning process

Staff learn best if... INFORMATION IS MEANINGFULLY PRESENTED

1. They are highly motivated to learn
2. They can devote their energy to learning
3. Learning is successful and rewarding
4. They have a positive relationship with their supervisor
5. They are actively involved in the learning process
1. They are highly motivated to learn
2. They can devote their energy to learning
3. Learning is successful and rewarding
4. They have a positive relationship with their supervisor
5. They are actively involved in the learning process
6. The information is meaningfully presented

Staff learn best if… THEIR UNIQUENESS IS CONSIDERED

Divide into small groups and share successes and challenges related to the learning principles.

One at a time, pull a card from the envelope and respond to the questions on the back.

Use this as an opportunity to learn from each other.

Take notes in your journal so you’ll remember the strategies discussed.

Staff learn best when…

1. They are highly motivated to learn
2. They can devote their energy to learning
3. Learning is successful and rewarding
4. They have a positive relationship with their supervisor
5. They are actively involved in the learning process
6. The information is meaningfully presented
7. Their uniqueness is considered

Divide into small groups and share successes and challenges related to the learning principles.

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LEVELS OF LEARNING

Why it’s important to “walk before you can run”
At this level, a caseworker can...

- Identify the nature of the problem or skill being discussed
- Describe pertinent issues
- State the rationale for needing to know this to effectively do their jobs
At this level, a caseworker can…

- Try experiential exercises to draw parallels between the caseworkers’ personal experience and topic being learned.
- Describe, in detail, various elements related to the topic and their relationships to each other.
- Describe how elements fit together, express logical inconsistencies, and cognitively manipulate information.
- Use concepts to think through and solve problems.
- Generalize concepts to new and somewhat different situations.
At this level, a caseworker can...

- Describe how new knowledge or skill fits within their job expectations
- Articulate the skills needed to implement newly learned information

At this level, a caseworker can...

- Perform the skill to the desired level
In small groups, respond to the question...

To develop staff at the level of learning I can...

When finished, each group will report out.

Levels of Learning

Identify two of your staff - a high performer and low performer, if possible.
Pause and think about their time management skills.
Which level of learning would you assign to each staff member?
Describe why.
Last week a new caseworker, Chris, started in Laura’s unit. Chris is in his early 30s and worked as a teacher before starting this new job. As a part of Chris’ orientation, Laura gave him a few cases to review, and a link to the agency’s policy manual. In supervision, three days later, Laura asked Chris if he had any questions. Chris looked at Laura with a blank stare and said he didn’t understand what he would be doing day-to-day. He asked to shadow a seasoned worker in the unit. Laura indicated the other staff were overworked because of their high caseloads and couldn’t take on the responsibility of mentoring him at this time. She suggested he go back and read a few more case files and schedule to attend Caseworker Core Module 1 coming up next week.

Which of the Learning Principles did Laura use in this scenario?

Which Learning Principles could Laura have used and how?

Staff development is an investment in an organization’s most valuable resource...its people.

The supervisor’s role is critical in the development of staff.

Educational supervision is a management strategy that can help a healthy organization achieve its mission.

For these reasons, it is important for supervisors to understand their role within the learning partnership.
The Learning Partnership

Walk around to each flip chart and list how each member contributes to the learning partnership.

The Agency

- Supports agency-wide use of the Individual Training Needs Assessment (ITNA)
- Frees staff from job responsibilities to enable them to attend needed training
- Supports on-the-job application of knowledge and skills learned in training
- Identifies and eliminates organizational barriers to good practice whenever possible, including modifications in staffing patterns, job responsibilities, agency policies and procedures, and other organizational components as necessary
- Empowers supervisors to manage the educational process
- Monitors training rule compliance

The Supervisor

- Creates an atmosphere that promotes ongoing staff development
- Assesses staff’s learning needs
- Completes and monitors staff’s ITNA and Individualized Development Plan (IDP)
- Facilitates learning opportunities
- Refers staff to appropriate formal training
- Preparing staff to attend training
- Facilitates transfer of learning
- Helps circumvent organizational barriers to transfer of learning
The Caseworker

- Completes an ITNA/IDP and participates in the assessment of areas in which they have the greatest need
- During training:
  - Communicates learning needs to the trainer
  - Allows themselves to be challenged
  - Asks questions
  - Shares their knowledge and strengths with other participants
  - Identifies personal goals in regards to how they may use new knowledge and skills
- After training:
  - Integrates new knowledge and practices newly learned skills
  - Seeks support from supervisor in developing new skills

The OCWTP

- Compiles ITNA data
- Develops training, other learning opportunities, and resources based on needs
- Works with agencies to provided needed training and coaching
- Schedules training based on the highest priorities needs
- Ensures adequate training space and necessary equipment are available
- Monitors and observes training and trainers
- Develops the skills of trainers and coaches to provide high quality training

Samantha is a very conscientious ongoing caseworker who has been hesitant to take cases with domestic violence (DV) issues.

With your encouragement, Samantha has recently taken the two-day domestic violence fundamentals training. She found the training very interesting. She would now like to try out her new knowledge, but she is reluctant to be assigned to a DV case.

What can the agency do to help Samantha move from the knowledge/understanding level of learning to the application level of learning? What about the Supervisor? Samantha? And the OCWTP?
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With your encouragement, Samantha has recently taken the two-day domestic violence fundamentals training. She found the training very interesting. She would now like to try out her new knowledge, but she is reluctant to be assigned to a DV case.

As Samantha's supervisor, how would you know she has moved past the knowledge/understanding level of learning into application?

THE 70:20:10 MODEL
90% of learning occurs outside of the classroom!

Supervisors must make sure caseworkers have good, meaningful learning experiences at the agency.

70:20:10 doesn’t discount the necessity of classroom training

In fact, it reaffirms the importance of the learning partnership and importance of each member effectively performing their role.

The 70:20:10 Model

For each staff person, describe how you can develop their time management skills by supporting their on-the-job learning experience and creating opportunities for them to learn from others.

Provide two examples of each.
Do caseworkers come on the job with all the knowledge and skills needed to do the work?

No, of course not!

It is your responsibility to help caseworkers identify learning needs and provide them with opportunities to obtain the knowledge and skills they need.

The OCWTP is here to help you!
Individual Training Needs Assessment

- Tool used to evaluate the learning needs of staff based on:
  - Current mastery of the knowledge or skill
  - Importance of the skill or knowledge to the job
  - All members of the learning partnership have a role
  - Approached in a strengths-based manner
  - Completed in partnership

Individual Development Plan

- Plan to address learning needs identified in the ITNA
  - Individualized and created collaboratively
  - Fluid document that should be monitored, reviewed, and updated on a regular basis
  - All members of the learning partnership have a role
Michael has been a caseworker for eight years. Two weeks ago you asked him to complete an ITNA on his own, and today you’re reviewing it with him in supervision. You pull up his ITNA and see he has only selected two competencies as learning needs. Michael states that he doesn’t have any more learning needs. Even though Michael is one of your top performers, you believe there are other areas where he needs development.

How would you start a conversation with Michael to further develop his ITNA?

You and your caseworker sit down together to develop their IDP in E-Track. One of the competencies listed on the IDP is

“308-01-015: Can recognize indicators of potential mental health conditions in adults and can conduct interviews to elicit information about a parent’s mental health status.”

When you look for the suggested trainings, you realize there aren’t any OCWTP workshops associated with this competency.

What do you do?

To Maximize the ITNA Process

- Continually assess learning needs throughout the year
- Be planful
- Ask questions to dig deeper
- Value the ITNA process and model that to staff
- Other ideas?

To Maximize the IDP Process

- Remember the Levels of Learning
- Use the IDP as a living document
- Other ideas!
ITNA and IDP

1. What are two ways I can maximize the ITNA/IDP process with my staff?
2. What would my practice look like if I were doing these two things?
3. How can I reduce barriers to my success? (If 'x' happens, I will do 'y')
4. Identify a small goal.

Without TOL Immediately Following Training

50% of the content is retained

Without TOL  One Week Following Training

30% of the content is retained


Without TOL  One Month Following Training

10% of the content is retained


Transfer of Learning = Learning that lasts
Transfer of Learning
Write a few strategies you could implement to strengthen the transfer of learning for the staff in your unit.
Forces Affecting Transfer of Learning

- Lack of preparation
- Lack of attention to transfer during training
- Lack of follow-up after
- Organizational barriers

Transfer of Learning

What potential challenges or barriers do you anticipate to implementing these strategies?

What strengths and resources do you have to address these potential concerns?

Without transfer, it's as if the training didn't happen.
Day One Summary

In small groups, create a summary of biggest take-away's from today's training. Here are some questions to jump-start your thinking:

- What have been some of the key points raised in today's session?
- What experiences have you had today? What did you get out of them?
- What ideas and suggestions are you taking away from today?
So, what do we do if our staff are lacking confidence, are not motivated, or don't have the skills? Let's talk about that now…

Everyone agrees we want confident, motivated, and competent staff, right?

Think back to a time you had a supervisor who coached you to be more motivated to do your best, who coached for skill development, or who built your confidence. What did they do? What did they say?

The way WE SEE the problem is the problem. - Stephen Covey

**ASK QUESTIONS** and **LISTEN** to clearly understand your staff's issue or goal.
Only after you have a clear understanding, can you determine the best path forward.

**Is support needed because there is a:**

- Lack of Motivation
- Lack of Competence
- Lack of Confidence

Only after you have a clear understanding, can you determine the best path forward.

**Confidence:**

a belief in one’s abilities to independently carry out required performance expectations.
Determine if a lack of confidence exists

If yes, try strategies to enhance your staff’s confidence

- Acknowledge their feelings, and reassure them that their feelings are normal in these types of situations.
- Use the strengths-based supervisory techniques.
- Challenge their perceptions by reminding them of a similar experience where they performed the skill.
- Process what is holding them back from performing the skill.
- Offer concrete ways to help them begin implementing the skill.
- Demonstrate, give feedback, and offer rewards when they perform the skill.

Lack of Motivation

Motivation:
someone’s general desire or willingness to do something
Determine if a lack of motivation exists
If yes, try strategies to strengthen your staff's motivation
• Ask “what,” “when,” and “how” questions, and “why” questions with caution.
• Reconnect staff with the mission of child welfare practice and the agency.
• Allow time for the caseworker to work on projects that are important to them.
• Turn the caseworker into a teacher.
• Identify their intrinsic motivators.
• Ask the caseworker to develop a plan to improve their performance.
• If possible, identify and alleviate “pain points” that may be causing disengagement and slow progress.

Lack of Competence

Competence:
the ability to do something effectively and efficiently
Determine if a lack of competence exists
If yes, try strategies to build your staff's competence

Supervisor's ideas and knowledge
Caseworker's ideas and knowledge

Coach by "Teaching"
Coach by "Facilitating"

Lack of Competence

1. Explain
2. Demonstrate
3. Practice
4. Feedback
5. Repeat, if necessary

Peer Consultation
In small groups, use the following prompts to receive peer support regarding current staff challenges related to confidence, motivation, or competence issues.

• The challenge I'm having with my staff is...? (in one minute, or less)
• I've already tried addressing this by...?
• The advice I'd like from my peers is...?

Remember to take notes in your Journal!
Coaching Skills

Coaching Skills Self-Assessment

Complete the Coaching Skills Self-Assessment.

Why is being present important?

How do you become and stay "present"?
Now it's your turn to practice teaching!

Teams will have 25 minutes to design a mini learning module on a coaching skill. Use these steps as an outline of your module:

1. Explain
2. Demonstrate
3. Practice
4. Feedback

Each module should be 10 minutes, and must include a short learning activity to apply the skill and receive feedback.

What does “active listening” look like?

You only hear 25-50% of what is said in a conversation!

...the conscious effort to not only hear the spoken words of another person, but more importantly, try to understand the complete message.
Put aside distractions
Stay focused
Be non-judgmental
Listen for what isn’t being said
Watch nonverbal behavior
Allow room for emotions and silence

Active Listening Guidelines

Let's practice!

Coachee: For 5 minutes, tell your coach about a recent frustrating experience.

Coach: Focus on being present and using the active listening guidelines.

At the end of each coaching session, reflect and provide feedback:

• Coachee: Share one thing the coach did/said that worked well.
• Coach: Share one thing you did well.
• Coachee: Share one thing you’d suggest the coach consider doing differently next time.
• Coach: Share one thing you’d do differently next time.

What does appropriate “reflection” and “clarification” look like?
Why can asking questions be challenging?

- Demonstrates curiosity and genuine respect
- Is a way to explore with intention

**Good educational supervisors** do not display their own knowledge or expertise; rather they extract caseworker’s personal experiences, knowledge, and insight.
Qualities of “Good” Questions
- Brief and clear
- Not advice in disguise
- Focused and relevant
- Given out of sincere curiosity and respect
- Open-ended and inviting reflection
- Often begins with “what” and “how”

Qualities of “Bad” Questions
- “Yes/No” questions
- The answer is known or steered toward a desired solution
- Often “why” questions

What are some examples of “good” coaching questions?
Coachee: For 4 minutes, tell your coach about a work challenge.

Coach: Focus on asking good questions.

At the end of each coaching session, reflect and provide feedback:

- Coachee: Share one thing the coach did/said that worked well.
- Coach: Share one thing you did well.
- Coachee: Share one thing you’d suggest the coach consider doing differently next time.
- Coach: Share one thing you’d do differently next time.

Asking “Good” Questions
Think of the next individual supervision session with one of your caseworkers.
List 5 coaching questions you’d like to use with this caseworker during supervision.

Feedback must be balanced

80% Positive
20% Constructive
Feedback should be communicated in a way that is:
✓ Specific
✓ Timely
✓ Open for improvement
✓ Connected to a common goal

Feedback Steps

Ask “What went well?”
Listen and reflect on what was said.
Give feedback as to what went well from your perspective
Ask “What would you do differently next time?”
Listen and reflect on what was said.
Provide constructive feedback.
Ask “What would you like to commit to going forward?”

How do you hold your staff accountable?
You are having one-on-one supervision with Amy, a caseworker of five years. During your discussion you both realize she is having trouble engaging a few of her families. You take out the Differential Response Practice Profiles, and after diving into the issue a little deeper, the problem becomes clear. Amy isn’t actively listening to and engaging the fathers on her caseload. Rather, she just informs them of decisions and upcoming appointments (which is unacceptable). Amy agrees this is an area she’d like to work on, so now it’s time for you two to create a plan.
You are having one-on-one supervision with Amy, a caseworker of five years. During your discussion you both realize she is having trouble engaging a few of her families. You take out the Differential Response Practice Profiles, and after diving into the issue a little deeper, the problem becomes clear. Amy isn’t actively listening to and engaging the fathers on her caseload. Rather, she just informs them of decisions and upcoming appointments (which is unacceptable). Amy agrees this is an area she’d like to work on, so now it’s time for you two to create a plan.

If Amy’s performance gap was due to a lack of **competence**, how would you proceed?

If Amy’s performance gap was due to a lack of **confidence**, how would you proceed?
You are having one-on-one supervision with Amy, a caseworker of five years. During your discussion you both realize she is having trouble engaging a few of her families. You take out the Differential Response Practice Profiles, and after diving into the issue a little deeper, the problem becomes clear. Amy isn’t actively listening to and engaging the fathers on her caseload. Rather, she just informs them of decisions and upcoming appointments (which is unacceptable). Amy agrees this is an area she’d like to work on, so now it’s time for you two to create a plan.

If Amy’s performance gap was due to a lack of motivation, how would you proceed?

The GROW Model

- One of many coaching models
- Simple and easy to use in a variety of situations
- Effective in guiding coaching conversations
- Promotes the Coaching Mindset and Principles of Learning

The Caseworker
- Is open to coaching and moving forward
- Feels there is a positive relationship with the supervisor
- Is an active partner in the learning process

The Supervisor
- Practices with a Coaching Mindset
- Acts as a facilitator
- Structures the conversation towards some resolution
- Allows the caseworker to choose their next steps instead of assigning a solution

The GROW Model

Re:Work. Google’s new manager program.
Let’s watch coaching expert Michael Heath explain the GROW Model.

- Establish a goal
- Examine the current reality
- Explore all options
- Establish a way forward

Re:Work. Google’s new manager program.

**Goal**

*Establish the goal.* Listen to what the caseworker wants to change, and then structure the change into a goal that he/she wants to achieve.

**Reality**

*Strategy:* Ask questions so that you clearly understand what the issue or desired goal

**Options**

*Tip:* Make sure the goal is SMART: one that is specific, measurable, attainable, realistic, and time-bound.
Examine the current reality. Allow the caseworker to describe what is currently happening, so that you understand the issue, when it happens, its effects, and what has been done to resolve it thus far. Strategy: Ask lots of questions. Do not judge. Do not offer solutions.

Explore all options. List all of the possible options for reaching the goal. Strategy: Open brainstorming. At first, go for QUANTITY over quality of options (you will pair down later). Tip: Allow the caseworker to offer suggestions first, and let them do most of the talking. It's important to guide and support, rather than make decisions for them.

Establish a way forward. Convert the discussion into decisions. Get the caseworker to commit to specific actions to move forward on his/her goal. Strategy: Determine the best action steps to move forward. Identify possible challenges and barriers. Identify what support is needed. Tip: To ensure accountability, decide on a date when you'll both review the progress.
Let’s **watch** the GROW Model in action!

Wikinson, D. (2012). *The GROW model in action*

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In pairs assign a “**coach**” and a “**coachee**.”

**Coachee**
- Create a plan to further develop your skills as an educational supervisor. Write your plan in your journal.
- Take an active role in the process, and be open to questions, feedback, and support from your coach.
- Make sure your goal and plan are relevant and attainable.

**Coach**
- Use the GROW Model to guide your partner forward.
- Practice your coaching skills. Take risks and try new things so that you learn.

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Let’s **practice!**

Reflect and provide feedback:
- **Coachee**: Share one thing the coach did/said that worked well.
- **Coach**: Share one thing you did well.
- **Coachee**: Share one thing you’d suggest the coach consider doing differently next time.
- **Coach**: Share one thing you’d do differently next time.
DEVELOPMENT OF NEW STAFF

Two functions of staff orientation are:

- To introduce new employees to the organizational culture and provide opportunities to assimilate

and

- To foster an understanding of how the new employee’s job functions connect to the larger organization

Results of Thorough Employee Orientation

- Reduced agency costs
- Reduced new employee anxiety
- Reduced turnover
- Time saved
- Has realistic job expectations
- Increased positive attitudes
- Increased job satisfaction
In small groups, discuss:

• When a newly hired caseworker starts working in your unit, what steps do you take to make him or her feel welcomed and supported?

• What stressors do caseworkers experience when they start new positions in your unit? What are you doing to support new staff in coping with these stressors?

• What could be done to improve the orientation process of your unit?

As you talk, write notes of your discussion on Journal page 27.

Supporting New Staff Attending Caseworker Core

Each small group will be assigned a module of Caseworker Core.

On flip chart paper, list the following pertaining to each module:

• Five coaching questions (what, when, how questions)
• Three transfer of learning activities to be done after the module

When finished, each group will share.
What was your biggest “ah ha” moment of this training?

Congratulations! You've just completed Supervisor Core Module 5!
Schedule time to continue your development by reviewing the Training Transfer Indicators on Journal page 33-34.
As you know, feedback is critical! Complete your E-Track evaluation to tell us about your learning experience.

Goodbye!